

THE LINGUISTIC REPORTER



Published By The Center for Applied Linguistics
of The Modern Language Association of America

1346 Connecticut Avenue, N.W.

Washington 6, D.C.

SUPPLEMENT
NUMBER
2

SELECTED READINGS IN APPLIED LINGUISTICS

Charles A. Ferguson

Raleigh Morgan, Jr.

Applied linguistics, the application of the methods and results of linguistic science to practical language problems, has only recently been recognized as a legitimate field of scholarly study and technological activity,¹ and it is not surprising that there are no introductory textbooks or general surveys in the field. This does not mean, however, that there are no useful publications: a great deal of important material has appeared in books and articles since the end of the nineteenth century, more especially since World War II.

This list of selected readings has been compiled for the benefit of those who want an orientation in the field, whether they are professional linguists or not. It cannot be used as a reading list of 'pure' linguistics as such, nor is it designed to provide full coverage in depth even of those parts of the applied field which have been cultivated and reported on in print. However, anyone with basic training in linguistics, such as a master's degree or its equivalent, who reads and absorbs the material on this list should be well prepared to work with a variety of language problems, under competent supervision. On the other hand, the applied linguist—like a technician in any comparable field of applied science or engineering—becomes fully competent only through practical experience, and even conscientious study of the published material is no substitute for clinical or field experience.

The items on the list are given under four headings, representing important areas of applied linguistics: (I) language teaching, (II) alphabets, (III) translation and interpreting, and (IV) government language policies. Preference has been given to titles in English and to those items which are in print. Several important areas of the field such as lexicography, linguistics and personality studies, and so on have not been included; if a new list is issued, some of these may be covered.

LANGUAGE TEACHING

The application of linguistic science to various problems of language teaching promises to make an important contribution toward the solution of some of these problems. Linguistics as it stands contains no body of doctrines or of experimentally verified principles on the 'how' of language teaching, which belongs to the psychologist and even more, at least for the present, to the experienced, successful language teacher. It is becoming increasingly clear, however, that linguistic training of teachers, wider

dissemination of basic principles of linguistics, and the utilization of detailed information on language structures can all be of crucial importance in planning and carrying out effective programs of language teaching.

BIBLIOGRAPHY

The following items are listed as useful guideposts to the vast literature on language teaching. They are by no means limited to linguistics; they include non-linguistic and even anti-linguistics studies. But they are indispensable to anyone who wants to find his way in this field.

Doyle, H. G. (ed.). *Education and its Environment in the United States and Overseas: A Tentative Selective Checklist of Books and Articles*. ICA Office of Educational Services. Washington, D. C., 1959.

Checklist contains books and articles on modern FL teaching, the teaching of "unusual" languages, the teaching of English as a second language. pp. 81-115.

Modern Language Journal. This journal, which is the most important American periodical in the field, publishes annual bibliographies on the methodology of the teaching of modern languages. The bibliography normally appears in the January or February issue of the *Journal*, which is published by the National Federation of Modern Language Teachers Associations (editorial office Univ. of Buffalo).

Review of Educational Research. This periodical, which is published by the American Educational Research Association, has special issues on the language arts which contain very useful, evaluated bibliographical surveys of current work in various aspects of language teaching. The relevant issues are XVI (April 1956); XXII (April 1952); XXV (April 1955); XXVIII (April 1958).

UNESCO. *A Bibliography on the Teaching of Modern Languages*. Prepared in collaboration between the International Federation of Modern Language Teachers, the Modern Language Association of America, and UNESCO. (Educational Studies and Documents, No. 13.) Paris, 1955.

This bibliography, based on items selected and annotated by teachers themselves, begins listings from the year 1938 and is representative of a wide range of UNESCO states.

Alden, D. W. (ed.). *Materials List for Use by Teachers of Modern Foreign Languages*. New York: Modern Language Association, [1959]. (Available from Foreign Language Program Research Center, 70 Fifth Avenue, New York 11, N. Y.)

A list of materials for instruction in foreign languages in

¹For a German view of the field see G. Kandler, "Zum Aufbau der angewandten Sprachwissenschaft," *Sprachforum* I, 3-9 (1955). For a full, recent statement of a Russian view of the field, see: N. D. Andreev and L. R. Zinder, "Osnovnye Problemy Prikladnoj Lingvistiki," *Voprosy Jazykoznanija* (1959), 1-9.

elementary and secondary schools. The list, which was compiled under contract with the U. S. Office of Education, includes all kinds of materials other than textbooks. It contains useful books on methodology and some introductory books on linguistics.

BOOKS

The list which follows is only a small sampling from the numerous books on the subject, and it would be easy to select a similar number of different, but equally useful items. Each of the items listed however, has a definite value of some kind for the language teacher and several of them can serve as introductions to whole fields of study not otherwise presented here.

Bongers, Herman. *The History and Principles of Vocabulary Control as it Affects the Teaching of Foreign Languages in General and of English in Particular*. Woerden (Holland), 1947.

The author feels that statistical approach to vocabulary selection cannot avoid subjectivity. He compared all better known English word lists, subjected them to various operations and developed a new 3000-word English vocabulary representing the number of words which a student may be expected to know at the end of a four-year course.

Bloomfield, Leonard. *Outline Guide for the Practical Study of Foreign Languages*. (Special publication of the LSA.) Baltimore, 1942.

Instruction in the more familiar languages is readily available, but for other languages it is difficult or impossible to get instruction, therefore author prepared this booklet for those who have to shift for themselves. Bloomfield recommends the informant method for recording and analyzing the language according to linguistic science.

Cochran, Anne. *Modern Methods of Teaching English as a Guide to Modern Materials with Particular Reference to the Far East*. 2d. ed., rev. Washington: Educational Services, 1954.

Gougenheim, G., R. Michéa, P. Rivenc and A. Sauvageot. *L'Elaboration du français élémentaire*. Paris, 1956. 256 p.

Study on the establishment of a basic vocabulary and grammar for teaching French as a second language based on several hundred hours of recorded conversation.

Karpov, I. V. and I. V. Rachmanova (eds.). *Metodika Nachal'nogo Obuchenija Inostrannym Jazykam*. Moscow, 1957.

A discussion of modern language methodology by representatives of the Academy of Pedagogical Sciences of the RSFSR. Covers methodology of teaching English, German, French based on contrastive comparisons of these languages with Russian.

Lado, Robert. *Linguistics Across Cultures: Applied Linguistics for Language Teachers*. Ann Arbor: University of Michigan Press, 1957. x, 141 p.

Author presents a practical approach to linguistic-cultural comparisons of the native language with a foreign language as a basis for the preparation of teaching materials.

Nida, Eugene A. *Learning a Foreign Language: A Handbook for Missionaries*. New York: Committee on Missionary Personnel of the Foreign Missions Conference of North America, 1950. x, 237 p.

Pulgram, Ernst (ed.). *Applied Linguistics in Language Teaching*. (Georgetown University Monograph Series in Languages and Linguistics, No. 6.) Washington, D. C., 1954.

A series of articles dealing with the theory and application of linguistic science to language teaching.

UNESCO. *The Teaching of Modern Languages*. A volume of studies deriving from the International Seminar organized by

the Secretariat of Unesco at Nuwara Eliya, Ceylon, in August 1953. Paris: UNESCO, 1955. 296 p.

Proceedings of an international seminar where the topics discussed were the role of language in international understanding and the purely pedagogical aspects of the problem of the most effective teaching of languages of wide communication.

ARTICLES

Most articles in this field are either general statements by linguists explaining what linguistics has done or should do for language teachers or else studies of small details (usually in pronunciation) for a particular language. A selection of fairly general statements is listed here.

Cardenas, D. N. "The Application of Linguistics in the Teaching of Spanish." *Hispania*, XL (December 1957), 455-60.

Author emphasizes that language teaching can benefit from the results of linguistic analysis, particularly contrastive analysis.

Haas, Mary R. "The Application of Linguistics to Language Teaching," in A. L. Kroeber (ed.) *Anthropology Today*. Chicago: University of Chicago Press, 1953.

An account of the role played by linguists and linguistics in developments in foreign language teaching in the USA in the first half of the twentieth century.

Haden, Ernest F. "Descriptive Linguistics in the Teaching of a FL." *Modern Language Journal*, XXXVIII (April 1954), 170-6.

Author explains and illustrates how students may get experience with the language through pronunciation and pattern drills. Reading drill can also serve to deepen this oral-aural introduction to sound and grammar patterns if drill material is linguistically oriented.

Hill, A. A. "Language Analysis and Language Teaching." *Modern Language Association FL Bulletin*, No. 41 (December 1955). Reprinted in *Modern Language Journal*, XL (October 1956), 335-45.

Author believes that linguists can bring his results to the classroom by a presentation of results, rather than exposition of techniques and proceeds to explain in non-technical language other characteristics of a good language textbook prepared on the basis of the findings of linguistic science.

Hockett, Charles F. "Learning Pronunciation." *Modern Language Journal*, XXIV (April 1950), 261-9.

A good pronunciation of a language is a matter of motor skills, coupled with ear training. A transcription should be used during the training period which represents with absolute regularity the speech sounds students must learn to make and recognize unless the regular writing system has this regularity. A good pronunciation is one which does not draw the attention of a native hearer away from *what* we are saying to *how* we are saying it.

Lee, W. R. "Linguistics and the 'Practical' Teacher." *English Language Teaching*, XIII (1959), 159-70.

Author explains how to bridge the gulf between linguist and language teacher and how linguistics can benefit language teaching.

Moulton, William G. "Study Hints for Language Students." *Modern Language Journal*, XXVI (October 1952), 259-64.

A distinguished linguist tells students how to study and to read German.

Chatman, S. B. "Linguistics and Teaching Introductory Literature." in H. B. Allen (ed.) *Readings in Applied English Linguistics*. New York: Appleton-Century-Crofts, Inc., 1958.

Author believes that introductory courses in English literature should teach students how to read. The student, however, usually finds the literary language a "foreign" idiom. He may be introduced to semantic diversity, form class, identification of word order patterns through the techniques of linguistic analysis.

Veinstein, R. H. "Phonetics, Phonemics, and Pronunciation: Application." in E. Pulgram (ed.) *Applied Linguistics in Language Teaching*. (Georgetown University Monograph, No. 6) 28-38.

Author feels that not only are phonemic patterns important in teaching pronunciation, but, on the phonetic level, those positional variants which function differently in the student's native language, should be given attention in order to correct "foreign accent".

PERIODICALS

There are many periodicals in the field of language teaching. Most of these are devoted chiefly to literary studies and reviews of new books, with only occasional articles on methods or on linguistics. In the United States the leading periodical of this kind is the *Publication of the Modern Language Association* (MLA), New York, which appears five times a year. There are likewise journals for individual languages, such as *Hispania*, *Le French Review*, *Monatshefte für den Deutschen Unterricht*, and others. As noted above, the most important journal in the field of language teaching methods is the *MLJ*.

On the other hand there are the professional journals of general linguistics, including such American journals as *Language*, *Word*, *Studies in Linguistics*, *Anthropological Linguistics*, *General Linguistics*, and *IJAL*. These rarely contain articles on application of linguistics to language teaching.

The only American journal devoted explicitly to applied linguistics is *Language Learning*, which gives primary emphasis to the teaching of English as a foreign language.

SAMPLE TEXTBOOKS

Language textbooks for beginning students have been prepared by linguists or authors with linguistic training for a variety of languages. A half dozen sample texts are listed here. These have not been selected to represent the best of such books, but to illustrate the wide range of approaches used. All contain features worthy of imitation by textbook writers.

Bloch, B. and E. Jordan. *Spoken Japanese*. 2 vols. New York: Henry Holt, 1945.

One of the well-known Holt Spoken Language Series, based on the use of a phonemic transcription, the memorization of basic sentences, and grammatical explanation based on modern descriptive linguistics. Representative of a widely followed pattern in American applied linguistics.

Chao, Y. R. *Cantonese Primer*. Cambridge, Mass.: Harvard University Press, 1947.

A thoroughly worked out course in a standard form of the Cantonese 'dialect' of Chinese by an outstanding linguist. A masterpiece of applied linguistics, highly individual in approach and outside the main streams of textbook writing.

Lambert, H. M. *Marathi Language Course*. [Calcutta]: Oxford University Press, 1943.

An example of British applied linguistics. The materials are coded phonetically and grammatically. Modified IPA script is used and substitution tables are employed for drills. Contains appendix on the method of instruction recommended.

Lunt, H. G. *Fundamentals of Russian*. New York: Norton and Co., 1958.

Combines traditional features of presentation and exercises with much explicit linguistic material and some innovations in grammatical description.

Mueller, H. *Deutsch, Erstes Buch*. (Modern Series in Foreign Languages.) Milwaukee: Bruce Publishing Co., 1958.

The volume lays the structural foundation and supplies the student with a workable vocabulary. The companion volume *Zweites Buch* (1959) aims to increase the student's skill and to give systematic cultural information.

II. ALPHABETICS

Many practical language problems center about the use of writing systems. The most urgent of these are the devising of suitable orthographies for previously unwritten languages, the development of satisfactory transliteration schemes, and the adaptation of complex writing systems to the requirements of modern typography and mass media of communication. The items listed below touch on these three problems in various parts of the world. The problems of teaching one writing system to users of another was covered under the heading Language teaching (I).

BOOKS

Lambert, H. M. *Introduction to the Devanagari Script*. London, 1953.

Technical description of the Devanagari and Bengali alphabets and their relationship with the sound systems of Sanskrit, Hindi, Marathi, and Bengali. Terminology of British linguistics is used.

Palmer, H. E. *Principles of Romanization*. Tokyo, 1931.

Valuable statement on the uses of alphabetic notations, written with full understanding of the phonemic principle and of the complex and delicate cultural problems involved. Primarily concerned with Japanese, but much of the material is widely applicable. Terminology and symbolism differ in part from current linguistic usage.

ARTICLES

Brown, W. Norman. "Script Reform in Modern India, Pakistan, and Ceylon." *Journal of the American Oriental Society*, LXXIII (1953), 1-6.

Brief survey of recent developments in the writing systems of South Asia.

Dickens, K. L. "Unification: the Akan Dialects of the Gold Coast." *The Use of Vernacular Languages in Education*. Paris: UNESCO, 1953.

Account of a series of problems in the development of orthographies for Twi and Fante. Indication of importance of non-linguistic factors. Few details on the orthographies themselves.

Garvin, P. L. "Literacy as a Problem in Language and Culture." *Report of the Fifth Annual Round Table Meeting on Linguistics and Language Teaching* (Georgetown University Monograph Series, No. 7) pp. 117-140. Washington, 1954.

Highly informative, step-by-step account of the development of a standardized orthography for a language relatively little written but with several spelling traditions. A follow-up of one aspect appeared in Garvin's "The Standard Language Problem." *Anthropological Linguistics*, I (1959), III, 28-31.

Pike, K. L. "The Formation of Practical Alphabets." *Phonemics*, Chapter 16. Ann Arbor, Michigan, 1947.

Convenient statement of the practical application of the phonemic principle in devising new orthographies.

Smalley, W. A. "A Problem in Orthography Preparation." *Bible Translator*, V (1954), 170-6.

Detailed analysis of phonemic and non-phonemic considerations in deriving an orthography for Srê, a language of South-east Asia.

Francis, W. N. "Writing It Down: Graphics." *The Structure of American English*, Chapter 8. New York, 1958.

Probably the most detailed structural description of the English writing system and its relationship to pronunciation now available.

III. TRANSLATION

The fundamental problems of translation have long been understood, but only recently have there been systematic attempts to treat them from the point of view of linguistic science. Also, in the past two decades two new topics have become important: machine translation and simultaneous interpreting.

BOOKS AND MONOGRAPHS

Locke, W. N. and A. D. Booth (eds.). *Machine Translation of Languages*. Cambridge, Mass., 1955.

A collection of essays on various aspects of this new field of translation by electronic devices.

Nida, E. A. *Bible Translating*. New York, 1947.

A practical manual for the missionary or scholar concerned with the translation of the Bible into "aboriginal" languages. Covers a wide range of problems. Valuable reading for any one interested in the general problems of translation.

International Journal of American Linguistics, XX (October, 1954), iv.

This special issue devoted to translation contains eight fairly technical linguistic articles of little immediate practical application, but of considerable interest for general theory.

Vinay, J. P. (ed.). *Traductions*. Montreal, 1952.

A collection of papers on various aspects of translation and contrasts between languages.

Brower, R. A. (ed.). *On Translation*. Cambridge, Mass., 1958.

A recent collection of essays including three specifically linguistic ones; the others are in the tradition of literary scholarship. Has an interesting, but by no means exhaustive bibliography.

Fedorov, A. V. *Vvedenie v Teoriju Perevoda*. 2nd ed. rev. Moscow, 1958.

A summary of contemporary Russian thinking on the linguistic problems of translation. Includes a bibliography of Russian items on translation, 1917-57.

PERIODICALS

Babel. Quarterly. Bonn, Hausdorffstrasse 23, Germany. *Journal of FIT*, the International Federation of Translators. Articles and reviews on all aspects of translation.

The Linguist's Review. 3 times a year. Institute of Linguistics, 3 Craven Hill, London.

MT. Irregular. Room 20B-101, M.I.T., Cambridge 39, Mass.

Contains articles and reviews in the field of machine translation.

Journal des Traducteurs. Services Internationaux de Traduction. 408 Rue Cherbourg E., Montreal, Canada.

IV. GOVERNMENT LANGUAGE POLICIES

Many governments are faced with serious, complicated language problems and sometimes adopt action programs to cope with these problems, which generally center around three major topics—language standardization, national multilingualism, and language 'reform'. The books listed below touch on all three of these topics and in most cases focus on one particular country. No attempt has been made for full coverage, but the range of countries and problems covered gives a satisfactory indication of the nature and scope of language problems which government policy may attempt to solve.

Chatterji, S. K. *Languages and the Linguistic Problem*. 2nd ed. London, 1944.

Excellent, brief statement of the language problems of the Indian subcontinent.

De Francis, J. *Nationalism and Language Reform in China*. Princeton, 1950.

A detailed analysis of the political and linguistic aspects of the movements for alphabetic writing of Chinese.

Harrison, S. S. *The Most Dangerous Decades*. New York, 1957.

Discussion of multilingual nationalism, with extensive bibliographies on particular topics and areas (USSR, Switzerland, Philippines, Africa).

Heyd, U. *Language Reform in Modern Turkey*. Jerusalem, 1954.

Careful account of the aims, history, and results of the language reform movement in Turkey. Particularly valuable in pointing out areas in which 'reform' succeeded or failed; worth reading for anyone concerned with activist policies of language change.

Parker, W. R. *The National Interest and Foreign Languages*. 2nd ed. Washington, 1957.

A vigorous discussion of the position of language study in American life and a look toward future policies.

in an atmosphere of Mother Volga songs, red caviar, and tea; nor did Pnin, as a teacher, ever presume to approach the lofty halls of modern scientific linguistics, that ascetic fraternity of phonemes, that temple wherein earnest young people are taught not the language itself, but the method of teaching others to teach that method; which method, like a waterfall splashing from rock to rock, ceases to be a medium of rational navigation but perhaps in some fabulous future may become instrumental in evolving esoteric dialects—Basic Basque and so forth—spoken only by certain elaborate machines."

Speech Plus Action

Here is a simple example from English of non-linguistic factors that are easily overlooked. (But note that this one, by virtue of being described here, has *not* been overlooked; the subtleties that count most are by definition the ones that *have* escaped observation.) English has several degrees of stress or prominence; that is, some syllables are louder than others. As we speak, almost every primary stress is underscored by a slight motion of hand, arm, head, or eyebrow. The face-to-face learner of English as a foreign language is exposed to this and will often acquire it. (Until he does, his English doesn't sound right.) French body-motion—the typical subtle motions that accompany the speaking of French by Frenchmen—is not the same as English body-motion. It cannot be, since French does not have the same structural set-up of levels of stress that English does. Immediacy in language-learning means that the learner is given the optimum chance to learn not just to *speak* French, but to *act* it as well.

Personalized Teaching

In the face of such considerations, we must strongly resist the constant tendency to depersonalize language-teaching. Tape recordings, films, and television are in part like radio and telephone, and all of these are like the use of writing, in that although they pose as instruments to bring people together, they are really devices for keeping people apart. Films and television are particularly deceptive on this score. As audience, we see and hear a speaker or actor, who may be very skillful in deluding us into thinking that he is aware of us; but, really, there is no direct feedback from us to him—and hence no immediacy. As language teachers, therefore, we must be eternally vigilant about mechanical aids. We can use them for certain parts of the whole enterprise, but not to take over our own tasks. We must insist always on the maintenance of the direct person-to-person contact in

SCHEDULE OF MEETINGS

December 27-29, 1959	Linguistic Society of America (Annual)
Chicago	
December 27-29, 1959	Modern Language Association of America (Annual)
Chicago	
December 27-30, 1959	American Anthropological Association (Annual)
Mexico City	
December 28, 1959	American Dialect Society
Chicago	
December 28, 1959	College English Association
Chicago	
December 30, 1959	Federated Modern Language Teachers Associations
Chicago	
December 31, 1959	National Federation of Modern Language Teachers Association
Chicago	
March 31-April 2, 1960	Conference on College Composition and Communication
Cincinnati	(NCTE)
April 8-9, 1960	North East Conference on the Teaching of Foreign Languages
Atlantic City, N. J.	
April 11-13, 1960	Association for Asian Studies, Inc.
Atlantic City, N. J.	
April 28-30, 1960	Kentucky Foreign Language Conference
Lexington, Kentucky	
April, 1960	National Association of Foreign Student Advisors
Denver	
June 11-13, 1960	Canadian Linguistic Association (Annual)
Kingston, Ontario	

language teaching. Improved language-teaching does not *in any way* depend on the availability of expensive mechanical equipment, even though it is nice to have such things around for the subsidiary functions they can perform.

The elementary language class is one of the best contexts in the whole formal educational system for the imbuing of people with attitudes of cultural relativism, flexibility, and tolerance. We could argue for the importance of cultural flexibility merely on the grounds that cultural differences are going to be with us always—it is something we have to learn to live with. More positively, we can point out that some other culture's different way of doing something, though sometimes it is merely different from our own way, is in some cases a better solution than our own for a common problem. Stubborn provincialism prevents us from discovering this when it is the case. And, more direly, we can point out that unless we really learn to live in the midst of cultural differences, we may, as a species, find it impossible to go on living at all.

National Interest

This Workshop is supported in part by

Federal funds, under the provisions of the National Defense Education Act. It behooves us, therefore, to think a bit about language teaching in connection with the national interest.

In one sense, we can easily say that it is to the national interest for us to have a constantly replenished minimum stock of people who actively and fluently control certain foreign languages—so many who know Spanish, so many for Hindustani, and so on. This is a bit like the policy of certain fishes. The ling, a relative of the cod, may in the course of a lifetime lay as many as 28,000,000 eggs, as a way of guaranteeing that at least two of them will survive the vicissitudes of early fish life and grow to adulthood. Just so, we could flatly insist on exposing every young American to one or another language through many years of his schooling, hoping that the rate of mortality would be sufficiently low to maintain the necessary minimum stock of experts in all the important foreign languages.

This way of thinking replaces people by numbers, and strikes me as thoroughly reprehensible. Of course, it is not wrong

See LANGUAGE, 6, Col. 1

to think in these terms in some contexts—in some conditions it would be immoral to think in any others. I should hate to serve in combat under a commanding officer unable to depersonalize his handling of his men. So long as we are thinking statistically for a moment, let us recognize that the teaching of foreign languages in the schools and colleges is not the only procedure by which minimum stocks can be maintained. There are millions of American citizens who speak Spanish natively. There are at least tens of thousands who speak Italian. There are a good many who know Japanese. Our traditional melting pot has tended to conceal this from us. We need, I suspect, to turn the fire off under that pot; to modify our national character just enough that we glory in our heterogeneous cultural heritage instead of rendering second- and third-generation hyphenated Americans always just a bit ashamed of their backgrounds. A million dollars spent in furthering the economic and social welfare of our Puerto Rican citizens—not in “Americanizing” them, but in promoting their participation in collective national life without losing their own heritage—would serve the national interest more than the same amount spent in improving the teaching of Spanish.

Needs and Interest of the Individual

But the notion of “national interest” needs to be dissected more carefully. The real, ultimate national interest of this country is the needs and interests of the people who comprise the country. I propose, in place of the cold statistical view, that for foreign language teaching our policy should be that of “no sparrow shall fall.” We must think not just in terms of the secondary schools of California, nor even of Miss Jones’s second-year French class, but specifically in terms of Johnny Williams and Mary Alcalde and Archibald Chang. We have an almost impossible task. While trying to establish the kind of language instruction that, in due time, will yield effective users of various foreign languages, at the same time we must so organize the ongoing activities of the classroom that Johnny, if he drops out of school two years or two months or two weeks from now, will have had a useful and enlightening experience. He should be at least slightly better equipped to get along in a culturally diverse community and a culturally heterogeneous world than he was before we

worked with him. After all, the dream of American education—the dream of our nation—is that every human being shall be enabled to live in as large a world as his own potentialities allow. *This* is the national interest. Statistical thinking is valid when it serves this interest; otherwise it is detestable.

High Calling

We language teachers have a great comforting axiom on our side: IT IS IMPOSSIBLE TO DO HARM BY OPENING UP BETTER CHANNELS OF COMMUNICATION AMONG PEOPLE. In the nature of things, there can be no military secrets in our trade. We can as freely offer our services and skills to those with whom we disagree as to those whose opinions we admire. If the Russians wish to learn from us about effective techniques in language teaching—as, indeed, we should be learning from them—we have nothing to hide. We are the stringers of telephone wires, the layers of cables, except that we work with the most precious material in the world: our fellow human beings. In the last analysis it is not our business to choose what information will be transmitted through the channels we help to open, but we do not have to worry about that if we do our own task well, since improved conditions for face-to-face communication among people are not contrived to help them deceive one another. Ours is a high calling, worthy of the best that we can find in ourselves.

APPEARING IN COMING ISSUES OF THE LINGUISTIC REPORTER

- Language Reform in Modern China
- History and Status of the Roster of American Linguistics
- The Language Center at American University
- Le Français Élémentaire
- ... Articles on Auxiliary Languages and Simplified Orthography
- ... and other special features.

HEW Seeks Foreign Language and English Teachers

Opportunities Exist at Secondary Level

A sizeable exchange program under provisions of Public Laws 584 (Fulbright) and 402 (Smith-Mundt) is in force for elementary secondary teachers and for college teachers of junior standing. This program, administered by the Department of State, International Education Exchange Service through HEW, includes provisions for two-way and one-way exchanges and short-term seminars.

Opportunities exist in twenty-six countries in all parts of the world for teachers of English as a foreign language, in nine countries for teachers of French, in two for German, one for Italian, four for Latin, and six for specialists in Spanish. There is an additional group of fifteen nations where programs are expected to develop in these fields as well.

Two-Way Exchange

On two-way exchange programs, the American teacher must be able to obtain leave without pay and his school must be prepared to hire and pay a foreign counterpart. American grantees are provided maintenance and round-trip transportation under the Fulbright Act; however, transportation is not provided for dependents. Assignments are usually in secondary institutions. Similar provisions apply for one-way exchanges, which are in operation under the provisions of both Public Laws 584 and 402. One-way exchange programs exist also for nationals of Austria, Denmark, France, Germany, India, Italy, The Netherlands and Norway. These foreign teachers may be assigned to U.S. high schools and junior colleges as teachers of foreign languages.

For the summer seminars in France and Germany, twenty-five grants are available to American teachers with experience and a Master's degree and who meet an age limit requirement of no more than 40 years. For participation in these seminars grantees must be prepared to pay either transportation costs or maintenance. All expenses not born by the grantees are provided for in the grant.

Applications for the school year 1961-62 should be requested from the Teacher Exchange Section, Educational Exchange and Training Branch, Division of International Education, Office of Education, U.S. Department of Health, Education and Welfare, Washington 25, D.C.

Book Notices

Modern English Primer. All English Edition, Parts 1 and 2, by Harold V. King and Russell N. Campbell, Washington, D.C., Washington Publications, 1959, pp. + 89 and i + 98.

Intended for adults of no specific linguistic background, these two books together make up a set of thirty lessons, of which lessons 10, 20 and 30 are reviews. Part 1 has a general review at the end. The aim is to give a practical command of spoken English through intensive drill of selected and controlled vocabulary and sentence patterns until responses become automatic.

Each lesson follows the same plan, being based on a dialogue dealing with everyday situations, which is followed by sections on pronunciation, grammar, practice drills and review. There are optional additional readings and dialogues to provide for elasticity in timing of lessons. Pronunciation and intonation sections are designed to cover most problems "that can be anticipated on the basis of a comparison of English with a number of other languages." It is left to each teacher to stress relevant points in each particular situation. There are diagrams and explanations to help pronunciation, but no transcription is used, and imitation and repetition are relied on mainly.

The stress in grammar is on usage and understanding. The teacher is given a number of suggestions in the use of the text in the introduction, and the explanations in the grammar sections are intended mainly for his use. He is expected to use translation when necessary. There is a considerable variety of exercises, examples of which are: filling in blank spaces, making up questions that will produce given answers, substituting words for different parts of a sentence that necessitate other changes, changing into negatives, interrogatives, etc. There are vocabulary lists and grammar summaries at the end of each volume.

Did You Know . . .

ENGLISH FOR SPANISH-SPEAKING DOCTORS

R. Mackin and W. Weinberger are authors of *El Inglés para médicos y estudiantes de medicina* published by Longmans in 1958 . . .

FEDERAL TRANSLATOR'S SOCIETY

The Federal Translator's Society, interested in the problem of certification standards for translators, has established a Preparatory Board in New York with the support of the United Nations . . .

English is Spoken! Part 1 and Part 2, by Milton Wohl and Ruth C. Metcalf. Washington, D.C., Washington Publications, 1958, pp. x + 134 and v + 129.

These two books are designed to follow *Modern English Primer* Parts 1 and 2, and are intended to give "controlled conversation practice to students at the second level of learning English as a second language", each volume providing work for one semester in adult classes of no specific linguistic background.

The books are based on an interesting combination of the Direct Method and drill techniques. Use of the mother-tongue for explanation or translation is discouraged, but there is an abundance of material, helped by simple transcription, for oral practice of sounds and patterns of structure, for, the authors say, "the only way to learn to *speak* is to form *habits* of correct usage, so that responses come automatically rather than laboriously thought out word by word."

Part 1 contains a number of suggestions for the teacher in the use of the text, as well as a glossary of the grammatical terms used in both volumes. The introductory comments in each lesson are also mainly for the use of the teacher.

The reading selections, which provide carefully chosen and graded material for the particular points in grammar, pronunciation and vocabulary that each lesson is designed to cover, are stories, anecdotes or dialogues, many of them humorous, providing a welcome change from the usual classroom or campus scenes. "Vocabulary Practice" provides a variety of contexts for new words, and simple pictures are used to provide visual aid in introducing vocabulary, as well as in teaching idioms, sentence patterns and oral composition.

CENTER SEEKS TITLES FOR CONTRASTIVE STUDIES

The Center for Applied Linguistics is carrying out a series of contrastive structure studies on English and the five "commonly taught" languages, French, German, Italian, Russian, Spanish. The project staff is collecting contrastive language studies of all kinds, and would appreciate receiving titles which may have been missed, especially master's and doctor's theses. Address information to the *Reporter*.

THE SOUTHEAST ASIAN REGIONAL ENGLISH PROGRAM OF THE UNIVERSITY OF MICHIGAN *

THE University of Michigan and its English Language Institute were awarded a three-year ICA contract for \$1,349,750 in August of 1958 to "deal with English language instructional problems" in the countries of Laos, Thailand, and Vietnam.

The program, which is under the direction of Professor Edward M. Anthony, began in September of 1958 with the opening of a regional office in Bangkok. By June of 1959, fourteen Michigan staff members were in the field—three in Vientiane, Laos, three in Saigon, Vietnam, and eight in Bangkok, the latter including five members of a regional materials preparation team.

Operation Phasing

Deliberate phasing of the operation is perhaps its most distinctive feature. The first phase consisted of linguistic investigations of the Thai, Lao, and Vietnamese languages as well as a collection of available materials in these languages. In addition data about the place of English language teaching in the three countries were assembled with a view toward discovery of particular areas in which the services of the Michigan team could be of most use.

The second phase emphasizes the preparation of English teaching materials based on the findings during the initial phase. For this purpose, a team of five staff members is assembled in Bangkok to service the region.

Although the three countries involved have similar culture, speak related languages, and have common interests, the University of Michigan team has developed its program in three directions.

English Teachers Needed

Laos and Vietnam, of course, being formerly part of French Indo-China, have, in the past emphasized the French language and show much French influence in the school systems, Laos perhaps a bit more than Vietnam. Since there is an almost complete lack of Lao English teachers, the Lao program has emphasized the necessity of training a cadre of secondary school teachers of English over a period of perhaps two years.

See S.E. ASIA, 8, Col. 1

* The information about this program was furnished by Warren G. Yates, Deputy Director of the Project.

S.E. ASIA—from Page 7

A much larger number of Vietnamese English teachers are already in the schools. The Michigan team in Saigon has therefore carried on a plan of visits to schools in order to increase the efficiency of teachers already in service, has concentrated on the testing of new materials, and in offering its service to special training programs.

Thailand is perhaps in the best position of the three countries in regard to English. English is the only required foreign language and is compulsory throughout the six years of the secondary school, the two years of the pre-university schools and in most University curricula.

Michigan Trains All Teachers

In Thailand the Michigan team was invited by the Ministry of Education to train all of the English teachers in the more than 30 teacher training institutions in the Kingdom. This the team is doing in a series of three-month concentrated courses, the first two months of which are devoted to an intensive course in English, while the third month concentrates on teaching methodology and linguistics.

At least two English teachers from each of the three countries will be sent to the University of Michigan for two-year training courses leading to a master's degree.

The fourteen members of the staff were chosen for experience in living and working abroad, and for their familiarity and experience with the methods espoused by the English Language Institute. Eleven of the fourteen had been on the staff of the English Language Institute. One member is an Englishman, another a Canadian. A partial list of countries in which staff members have lived and worked includes: Indonesia, Cuba, Afghanistan, Vietnam, Laos, Thailand, Korea, Lebanon, Colombia, Argentina, Costa Rica, Okinawa, Germany, Ethiopia, Italy, France, Turkey, Puerto Rico, Japan, and Australia.

**SUMMER SCHOOL
OF LINGUISTICS**

**At University of Alberta—
July 4th - August 13th**

THE University of Alberta in co-operation with the Canadian Linguistic Association is planning to conduct a third Summer School of Linguistics during 1960 at Edmonton, Alberta. Proposed courses, carrying University credit, are:

General Linguistics
Phonetics and Phonemics
Morphology and Syntax
English Phonetics
French Phonetics
Field Methods in Linguistics
(Cree will be analysed.)
Language and Culture
History of the English Language
Modern English Grammar
Romance Philology

Canadian participants are eligible to apply for financial assistance to the Canada Council, 140 Wellington Street, Ottawa. United States citizens and other non-Canadians should direct their inquiries regarding financial assistance to the American Council of Learned Societies, 345 East 46th Street, New York 17, N. Y. A limited number of small grants will be made available by the Canadian Linguistic Association. Inquiries should be directed to the Association's Secretary-Treasurer; Dr. W. S. Avis, Royal Military College, Kingston, Ontario. Because of early final dates for applications, students are advised to request additional information and forms as soon as possible.

A bulletin giving full details concerning the 1960 Summer School of Linguistics will be available soon. In the meantime, all inquiries should be directed to Dr. Ernest Reinhold, Director, Summer School of Linguistics, University of Alberta, Edmonton, Alberta, Canada.

**LINGUISTIC INSTITUTE
IN TORONTO
AND MEADVILLE**

**Institute Introduces Missionaries
To Applied Linguistics**

THE Center recently received an announcement of the Toronto Institute of Linguistics and its supplementary program given at Allegheny College. Tentative dates for the Toronto Institute are June 3 to July 1, 1960. The 1960 session of the Missionary Training Conference at Allegheny College, Meadville, Pennsylvania, will take place July 5 to July 31, 1960. At Meadville the linguistics program is part of a larger curriculum.

The Toronto Institute of Linguistics, of which Eugene A. Nida is Honorary President and Visiting Lecturer, proposes to introduce the prospective missionary to applied linguistics, train him in some of the skills essential to the learning of a foreign language, and give him some awareness of the cultural situation in which people speak and live.

The courses of instruction at the Toronto Institute are entitled Phonetics, the Nature of Language, Ways of Studying a New Language, and the Broad Aspects of Communication.

Application should be made in writing to the Secretary, Rev. T. R. Maxwell, Toronto Institute of Linguistics, 16 Spadina Road, Toronto 4, Ontario, Canada. Persons interested in the Meadville program should address inquiries to Miss Anita Harris, Division of Foreign Missions, NCCC, 156 Fifth Avenue, New York 10, N. Y.